

Loris Elementary

901 Highway 9 Business East
Loris, SC 29569

Grades	PK-5 Elementary School	
Enrollment	616 Students	
Principal	Amy Edwards	843-756-7824
Superintendent	Gerrita Postlewait	843-488-6700
Board Chair	Will Garland	843-358-8002

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	18	59	21	1

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

YES

This school met 21 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Good	Unsatisfactory	N/A
2003	Good	Excellent	No
2004	Good	Unsatisfactory	Yes
2005	Good	Below Average	Yes

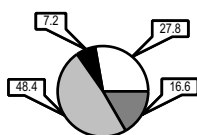
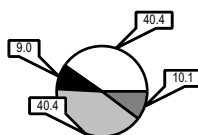
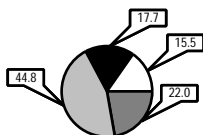
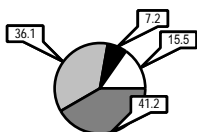
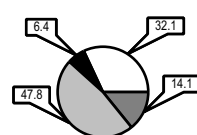
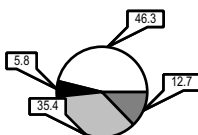
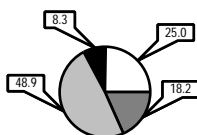
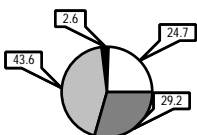
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

94.5%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	312	100.0	15.3	35.6	40.6	8.5	59.1	Yes	Yes
Gender									
Male	149	100.0	22.5	35.7	37.2	4.7	52.7		
Female	163	100.0	9.2	35.5	43.4	11.8	64.5		
Racial/Ethnic Group									
White	180	100.0	7.9	28.5	49.7	13.9	73.3	Yes	Yes
African American	120	100.0	25.9	46.3	26.9	0.9	38.0	Yes	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	10	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	254	100.0	10.9	35.2	45.2	8.7	64.3		
Disabled	58	100.0	35.3	37.3	19.6	7.8	35.3	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	312	100.0	15.3	35.6	40.6	8.5	59.1		
English Proficiency									
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	305	100.0	14.8	35.7	40.8	8.7	59.6		
Socio-Economic Status									
Subsidized meals	221	100.0	20.7	40.4	34.7	4.1	49.2	Yes	Yes
Full-pay meals	91	100.0	3.4	25.0	53.4	18.2	80.7		

Mathematics – State Performance Objective = 36.7%									
All Students	312	100.0	15.3	44.1	21.7	18.9	57.7	Yes	Yes
Gender									
Male	149	100.0	20.9	43.4	22.5	13.2	51.2		
Female	163	100.0	10.5	44.7	21.1	23.7	63.2		
Racial/Ethnic Group									
White	180	100.0	9.1	35.8	27.3	27.9	69.7	Yes	Yes
African American	120	100.0	24.1	57.4	13.0	5.6	40.7	Yes	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	10	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	254	100.0	10.0	43.9	24.8	21.3	65.2		
Disabled	58	100.0	39.2	45.1	7.8	7.8	23.5	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	312	100.0	15.3	44.1	21.7	18.9	57.7		
English Proficiency									
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	305	100.0	14.8	44.4	21.7	19.1	58.1		
Socio-Economic Status									
Subsidized meals	221	100.0	19.7	52.3	17.6	10.4	47.2	Yes	Yes
Full-pay meals	91	100.0	5.7	26.1	30.7	37.5	80.7		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	312	100.0	39.9	39.9	11.4	8.9	20.3
Gender							
Male	149	100.0	41.9	37.2	12.4	8.5	20.9
Female	163	100.0	38.2	42.1	10.5	9.2	19.7
Racial/Ethnic Group							
White	180	100.0	23.0	47.9	14.5	14.5	29.1
African American	120	100.0	63.9	28.7	6.5	0.9	7.4
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	10	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	254	100.0	33.9	43.9	11.3	10.9	22.2
Disabled	58	100.0	66.7	21.6	11.8	0.0	11.8
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	312	100.0	39.9	39.9	11.4	8.9	20.3
English Proficiency							
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	305	100.0	39.7	39.7	11.6	9.0	20.6
Socio-Economic Status							
Subsidized meals	221	100.0	52.3	35.8	8.8	3.1	11.9
Full-pay meals	91	100.0	12.5	48.9	17.0	21.6	38.6

Social Studies							
All Students	312	100.0	27.4	47.7	16.4	8.5	24.9
Gender							
Male	149	100.0	31.0	45.7	14.0	9.3	23.3
Female	163	100.0	24.3	49.3	18.4	7.9	26.3
Racial/Ethnic Group							
White	180	100.0	17.0	47.9	22.4	12.7	35.2
African American	120	100.0	41.7	48.1	8.3	1.9	10.2
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	10	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	254	100.0	22.2	50.9	18.3	8.7	27.0
Disabled	58	100.0	51.0	33.3	7.8	7.8	15.7
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	312	100.0	27.4	47.7	16.4	8.5	24.9
English Proficiency							
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	305	100.0	26.7	48.0	16.6	8.7	25.3
Socio-Economic Status							
Subsidized meals	221	100.0	35.8	48.2	12.4	3.6	16.1
Full-pay meals	91	100.0	9.1	46.6	25.0	19.3	44.3

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	106	100.0	12.7	27.5	43.1	16.7	59.8
	4	87	100.0	16.9	42.2	36.1	4.8	41.0
	5	126	100.0	25.8	52.5	21.7	N/A	21.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	105	100.0	12.0	29.0	51.0	8.0	59.0
	4	115	100.0	10.4	39.6	41.7	8.3	50.0
	5	92	100.0	25.9	40.7	28.4	4.9	33.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	106	100.0	17.6	52.9	20.6	8.8	29.4
	4	87	100.0	13.3	39.8	22.9	24.1	47.0
	5	126	100.0	22.5	54.2	15.0	8.3	23.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	105	100.0	12.0	57.0	24.0	7.0	31.0
	4	115	100.0	15.6	32.3	21.9	30.2	52.1
	5	92	100.0	19.8	44.4	19.8	16.0	35.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
2005	8							
	3	105	100.0	42.0	46.0	10.0	2.0	12.0
	4	115	100.0	32.3	40.6	14.6	12.5	27.1
	5	92	100.0	48.1	33.3	4.9	13.6	18.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
2005	8							
	3	105	100.0	27.0	56.0	16.0	1.0	17.0
	4	115	100.0	11.5	52.1	25.0	11.5	36.5
	5	92	100.0	48.1	34.6	7.4	9.9	17.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 616)				
First graders who attended full-day kindergarten	100.0%	Up from 97.9%	100.0%	100.0%
Retention rate	0.6%	Down from 0.8%	3.5%	3.0%
Attendance rate	96.1%	Down from 96.4%	96.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 15.7%	4.0%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 12.5%	3.5%	3.2%
Eligible for gifted and talented	23.8%	Up from 16.9%	9.3%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	11.4%	Down from 12.1%	9.9%	8.2%
Older than usual for grade	0.8%	Down from 1.2%	1.2%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 44)				
Teachers with advanced degrees	25.0%	Up from 20.0%	49.3%	52.6%
Continuing contract teachers	70.5%	Down from 80.0%	82.8%	83.3%
Highly qualified teachers	90.7%	Down from 95.0%	94.5%	93.5%
Teachers with emergency or provisional certificates	9.1%	Up from 2.8%	0.0%	0.0%
Teachers returning from previous year	77.8%	Down from 81.3%	85.8%	87.0%
Teacher attendance rate	94.0%	Down from 94.4%	94.9%	95.0%
Average teacher salary	\$40,797	Up 0.4%	\$40,908	\$41,703
Prof. development days/teacher	16.5 days	Up from 14.8 days	13.2 days	12.8 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	16.4 to 1	Down from 20.0 to 1	18.6 to 1	18.8 to 1
Prime instructional time	89.5%	Down from 90.2%	89.4%	89.8%
Dollars spent per pupil*	\$7,722	Up 9.0%	\$6,177	\$6,242
Percent of expenditures for teacher salaries*	64.0%	Up from 63.7%	64.9%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	No change	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	76.8%		89.4%	
Highly qualified teachers in high poverty schools	90.1%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

We are honored to share with you our Report Card for Loris Elementary School as we continue our journey to become the top performing school of its kind in South Carolina. During the 2004-2005 school year, our students and staff have achieved outstanding results. We were awarded the AYP Gold Award for meeting 21 objectives in ELA and math. We have engaged in service projects including Jump Rope for Heart, March of Dimes, Relay for Life, Horry County Recycling Program, and a canned food drive. In kindergarten, 94% of our students attained a text reading level of 4 or above. Our first grade students excelled with 90% having attained a text reading level above 18. In first grade, 99% of our students scored basic or above in ELA, and 90% scored basic or above in math. Our second grade students continued to excel with 95% scoring basic or above in both ELA and math. In third grade, 93% of our students scored basic or above in ELA. In fourth grade, 90% of our students scored basic or above in math. A record number of students have been recognized for meeting their Accelerated Reader goals and achieving the Honor Roll each nine weeks. Academic celebrations were held each nine weeks to recognize our students' achievements in academics, attendance, and character development. Our staff has continued to make great progress towards our performance goals that are included in our strategic plan. We have participated in professional development focusing on reading comprehension and instructional strategies to improve student achievement. We have continued to implement a computer assessment program (MAP) to help improve instruction and measure student achievement. All teachers collaborated three days per week to plan standards-based instruction, assessments, and instructional strategies. We have received numerous visits to Loris Elementary School by teachers and schools to observe effective practices and programs. We have partnered with Coastal Carolina University to provide student interns and mentors for our students. Our PTO has provided needed materials as well as sponsored events such as Teacher Appreciation Week, birthdays, Fall Fling, and our Academic Celebrations. This has been a year of outstanding accomplishments, and we plan to continue to strive to improve student achievement and increase our parent and community involvement. We look forward to another great year as we continue to be "Committed to Excellence."

Amy Edwards, Principal

Joe Cox, School Improvement Council Chairman

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	43	71	51
Percent satisfied with learning environment	90.5%	84.5%	96.0%
Percent satisfied with social and physical environment	97.7%	77.5%	78.0%
Percent satisfied with school-home relations	97.7%	84.5%	83.7%

*Only students at the highest elementary school grade level at this school and their parents were included.